



## PSYCHOLOGICAL TRAINING OF JUDO STUDENTS

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***Abstract.** The article examines the features of psychological training of students involved in judo as an important component of their professional and sports development. It is noted that at student age, athletes face increased emotional and intellectual stress, which requires targeted development of such qualities as stress resistance, motivation to win, self-regulation and self-confidence.*

***Key words:** judo, psychological training, students, stress resistance, motivation, psychoregulation, educational and training process.*

**Introduction.** Modern conditions of sports training require not only physical and technical improvement of athletes, but also the development of their psychological stability [2, 4]. This aspect becomes especially relevant in the conditions of university education, where judo students combine academic and sports activities, face high intellectual, emotional and physical stress. This makes it necessary to have targeted and systematic psychological training aimed at developing qualities that contribute to the successful conduct of training and competitive activities [1, 3, 5]. Judo as a type of martial art requires an athlete to have a quick reaction, high concentration, self-confidence, the ability to self-control and emotional balance. These qualities are not innate, but are formed in the process of long-term and targeted training, including psychological

[8, 9]. At the same time, student age is characterized by instability of the psycho-emotional state, variability of motivation and the influence of social factors, which requires a special pedagogical approach.

Psychological preparation is a systematic process of developing in an athlete stable mental qualities necessary for successful performance in training and competition conditions [6, 7, 10]. In the context of judo, it plays a key role, since this sport is related to contact and dynamic martial arts, where the speed of decision-making, the ability to self-control, self-confidence and emotional stability are of decisive importance.

During the training process, judo athletes face intense physical exertion, situations of uncertainty and the need for a quick response. For successful wrestling, the following personal qualities are necessary:

- strong-willed persistence and determination, allowing you to fight to the end even in difficult situations [11, 12, 13];
- stress resistance, helping to maintain the effectiveness of actions under pressure;
- concentration of attention, especially important in situations of instant response to the opponent's actions;
- self-regulation and emotional stability, helping to avoid destructive reactions in a fight [14, 16].

Mental stability is the ability of an athlete to maintain internal balance and adequate activity under external and internal stress. In judo, it manifests itself in the ability to maintain composure when losing, not to panic in the face of a strong opponent, and to adhere to a tactical plan despite provocations. Insufficient psychological preparation can lead to a decrease in the effectiveness of technical actions, a violation of strategy, and even a refusal to fight in critical situations [15, 17].

Particular attention in psychological preparation is paid to the formation of volitional qualities such as perseverance, self-discipline, courage, and persistence. These qualities allow a judo student to overcome difficulties both in sports and in academic activities, forming a holistic and stable personality [19].

Student age is an important stage in personal development and professional self-determination. During this period, young people experience significant changes in their value system, self-esteem, motivation level, and emotional-volitional sphere. At the same time, student athletes experience pressure associated with the need to combine academic, athletic and social activities. All this requires a specific approach to the psychological preparation of judokas studying at the university [4, 18].

The following typical psychological difficulties are typical for students involved in judo:

- emotional stress caused by participation in competitions and certifications;
- instability of motivation, especially in case of failures or lack of immediate results;
- attention overload associated with the combination of training and classes;
- difficulties in self-regulation of behavior and emotions in conflict or competitive situations.

These difficulties can significantly affect the effectiveness of the educational and training process, reduce athletic performance and even cause burnout or refusal to participate in sports.

Taking into account the above features, the psychological training of judo students should include a whole range of methods and tools aimed at developing a stable psyche and adapting to stressful situations:

- autogenic training - promotes relaxation, reduces anxiety and improves concentration;
- visualization methods - help to form a positive image of action, anticipate success and reduce fears;
- self-regulation training - teaches skills of control over breathing, pulse, muscle tension;
- psychological games and role-playing simulation of combat situations - develop the ability to improvise and quickly adapt;
- working with motivation - through setting individual goals, analyzing achievements, support from the coach and the team.

The coach plays a key role in the psychological preparation of the student. He not only teaches technique, but also acts as a mentor who is able to guide, motivate and provide emotional support. The psychological atmosphere in the team, the style of communication between the coach and athletes, the level of trust and feedback - all this has a direct impact on the psycho-emotional state of students.

Thus, the psychological preparation of judo students requires taking into account age, social and professional characteristics, as well as the use of modern psychological and pedagogical methods integrated into the training process.

The organization of psychological training of judo students should be built on a systemic basis, integrated into the educational and training process and take into account the individual characteristics of each

athlete. Below are practical recommendations aimed at increasing the effectiveness of psychological training in a university setting.

1. Psychodiagnostics and monitoring of the psychological state. Regular tests for anxiety, stress resistance, motivation and volitional qualities. Using individual cards of the athlete's psychological profile to track the dynamics of development.
2. Psychoregulatory exercises. Introduction of breathing techniques (diaphragmatic breathing, rhythmic breathing) into the training program. Conducting muscle relaxation exercises (Jacobson method, progressive relaxation). Using mental attitudes before competitions and training.
3. Psychological trainings and group sessions. Conducting group sessions to develop self-confidence, leadership qualities, emotional stability. Game and competitive exercises for teamwork and mutual support. Analysis of stressful or conflict situations with the aim of developing self-regulation skills.
4. Pedagogical support and motivation. Individual conversations with the coach and curator on psychological state issues. Support for constructive feedback after training and competitions. Organization of seminars, master classes with the participation of sports psychologists.
5. Creating a comfortable psychological environment. Forming trusting relationships and an atmosphere of mutual respect in the group. Preventing psychological overload through competent planning of the training process. Reducing anxiety before competitions through familiarization with the conditions of performance, drawing up an individual competition plan.

Implementation of the listed recommendations in the practice of training judo students will significantly increase their psychological stability, level of self-regulation and motivation, which in turn will affect the effectiveness of their sports activities and general adaptation to the educational environment.

**Conclusions.** Psychological training of judo students is an integral part of their professional and sports development. Considering the specifics of judo as a power and intellectual martial art, as well as the age and social characteristics of students, it is necessary to ensure a systematic and individualized approach to the formation of stable mental qualities of an athlete. The analysis showed that the main tasks of psychological preparation are the development of self-regulation, the formation of stress resistance, confidence, motivation to achieve goals and volitional qualities. The effectiveness of this process directly depends on the interaction of the coach, teacher and the athlete himself, as well as on the timely use of modern psychological and pedagogical methods and means.

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